



NSSE 2017

Engagement Indicators

The University of Texas at Tyler

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	Quality of Interactions
	Supportive Environment

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students'.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with UT System	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	▼	▼	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▼	▼	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with UT System	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	▲	▲	▲
Experiences with Faculty	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▲	▲	▲
	Supportive Environment	--	--	--

Academic Challenge: First-year students

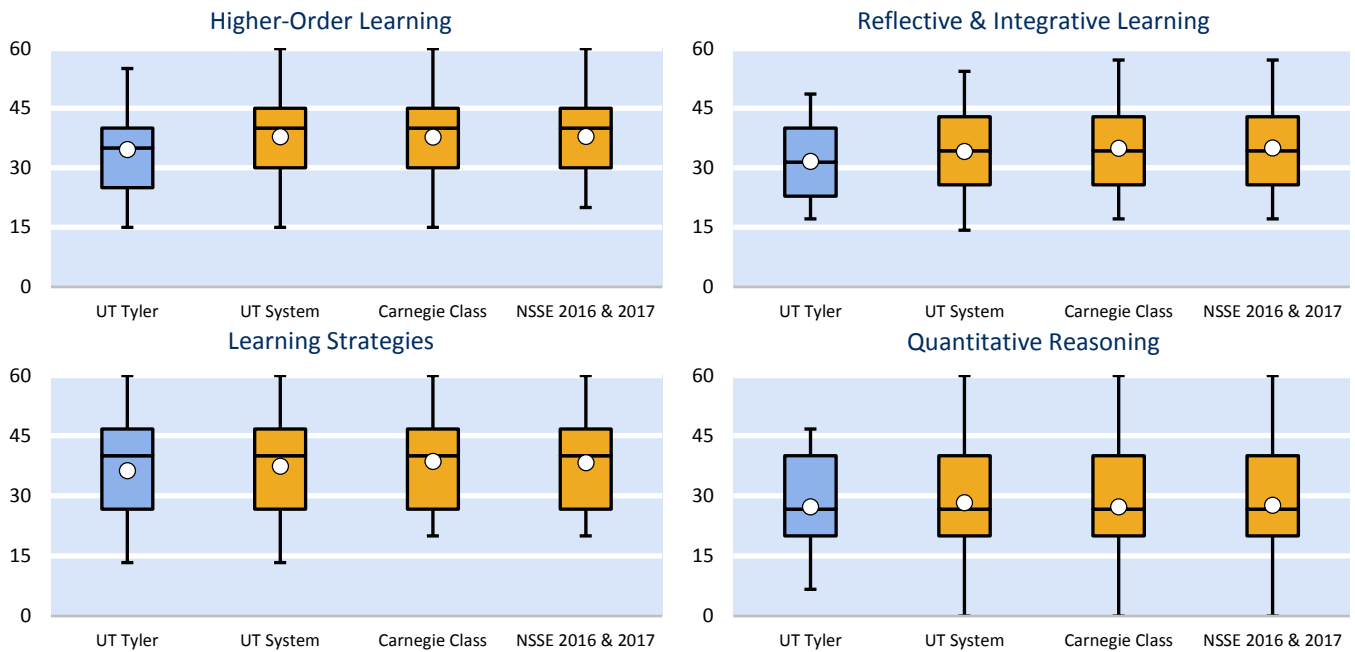
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.6	37.8 **	-.23	37.8 **	-.24	37.9 **	-.25
Reflective & Integrative Learning	31.6	34.1 *	-.21	34.9 **	-.28	35.0 **	-.29
Learning Strategies	36.2	37.3	-.08	38.5	-.17	38.3	-.15
Quantitative Reasoning	27.2	28.3	-.07	27.2	.00	27.6	-.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Higher-Order Learning	UT Tyler	Percentage point difference between your FY students and		
		UT System	Carnegie Class	NSSE 2016 & 2017
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	64	-9	-6	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-7	-7	-8
4d. Evaluating a point of view, decision, or information source	67	+1	-3	-2
4e. Forming a new idea or understanding from various pieces of information	62	-5	-6	-6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	42	-9	-9	-10
2b. Connected your learning to societal problems or issues	35	-10	-16	-16
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-1	-7	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-8	-8	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-10	-9	-9
2f. Learned something that changed the way you understand an issue or concept	60	-8	-7	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-4	-5	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+1	-3	-3
9b. Reviewed your notes after class	64	-0	-2	-1
9c. Summarized what you learned in class or from course materials	52	-8	-12	-11
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+2	+6	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-2	-2	-2
6c. Evaluated what others have concluded from numerical information	39	-1	+2	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

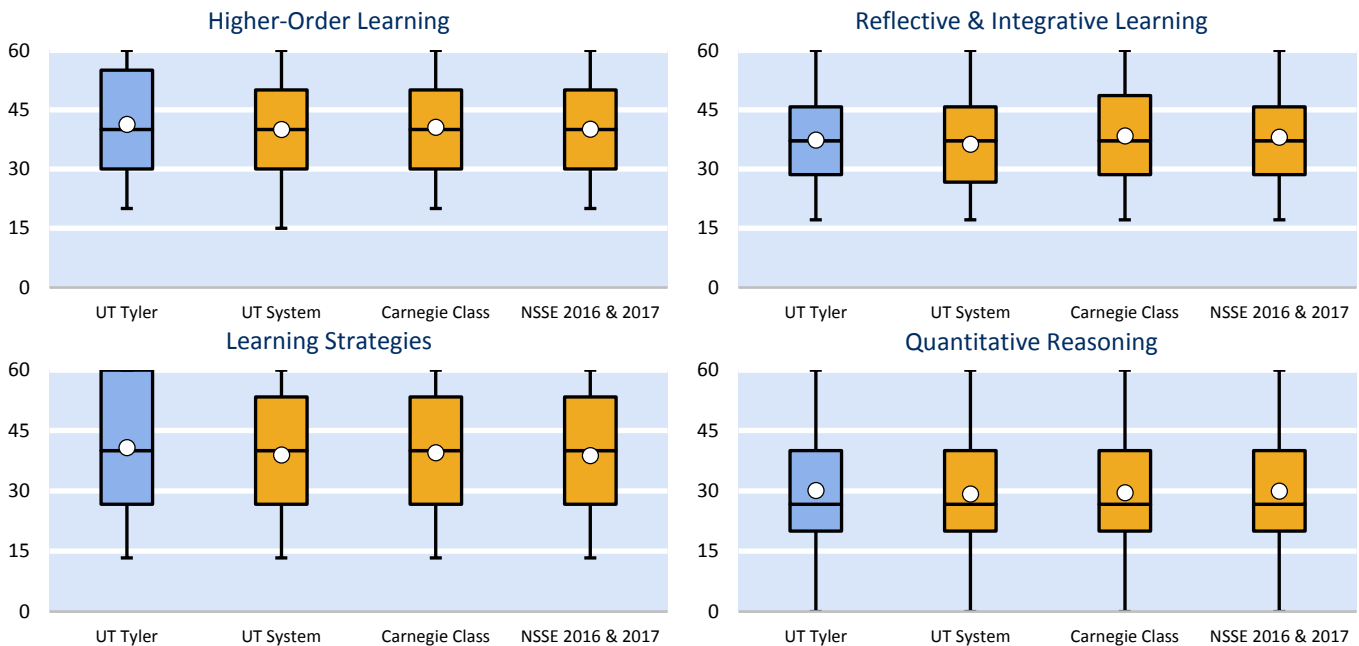
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	40.0	.09	40.5	.05	40.0	.08
Reflective & Integrative Learning	37.3	36.3	.08	38.3	-.08	38.0	-.06
Learning Strategies	40.7	38.9 *	.12	39.4	.09	38.7 *	.13
Quantitative Reasoning	30.1	29.2	.05	29.5	.04	29.9	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions




















































Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UT Tyler	Percentage point difference between your seniors and		
		UT System	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	81	+3 	+2 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2 	+2 	+3 
4d. Evaluating a point of view, decision, or information source	69	-1 	-4 	-2 
4e. Forming a new idea or understanding from various pieces of information	70	-1 	-2 	-1 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	+1 	-2 	-2 
2b. Connected your learning to societal problems or issues	55	+0 	-8 	-6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	+2 	-8 	-6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+1 	-4 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+3 	+0 	+1 
2f. Learned something that changed the way you understand an issue or concept	70	+0 	-2 	-1 
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2 	-1 	-0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+1 	-1 	+0 
9b. Reviewed your notes after class	70	+5 	+6 	+8 
9c. Summarized what you learned in class or from course materials	72	+9 	+7 	+9 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+1 	+3 	+1 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-1 	-3 	-3 
6c. Evaluated what others have concluded from numerical information	41	-0 	-2 	-3 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: First-year students

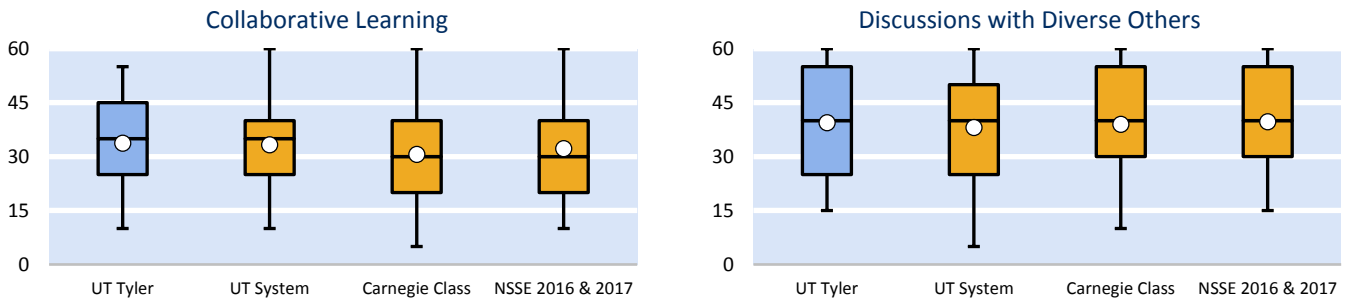
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	33.2	.03	30.6 *	.21	32.2	.11
Discussions with Diverse Others	39.4	38.1	.08	39.0	.02	39.7	-.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	UT Tyler	Percentage point difference between your FY students and		
		UT System	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	58	+5	+10	+6
1f. Explained course material to one or more students	56	-3	+2	-1
1g. Prepared for exams by discussing or working through course material with other students	55	+5	+9	+6
1h. Worked with other students on course projects or assignments	59	-0	+8	+5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	69	+1	-0	-2
8b. People from an economic background other than your own	64	-3	-6	-7
8c. People with religious beliefs other than your own	62	-4	-4	-5
8d. People with political views other than your own	65	+1	-2	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: Seniors

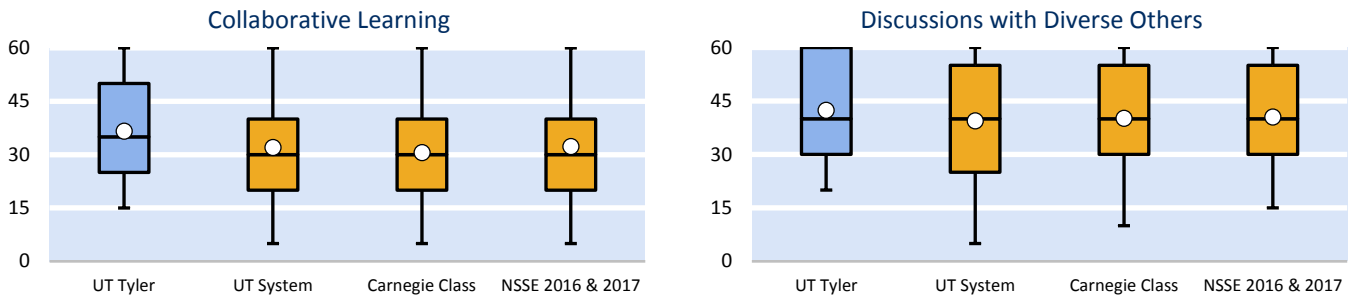
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.6	32.0 ***	.30	30.6 ***	.38	32.3 ***	.29
Discussions with Diverse Others	42.4	39.4 **	.17	40.1 *	.14	40.5 *	.12

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	UT Tyler	Percentage point difference between your seniors and		
		UT System	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	51	+8	+11	+8
1f. Explained course material to one or more students	63	+6	+8	+4
1g. Prepared for exams by discussing or working through course material with other students	58	+12	+14	+11
1h. Worked with other students on course projects or assignments	75	+13	+16	+12
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	77	+8	+6	+5
8b. People from an economic background other than your own	75	+6	+4	+3
8c. People with religious beliefs other than your own	73	+4	+5	+5
8d. People with political views other than your own	73	+8	+6	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: First-year students

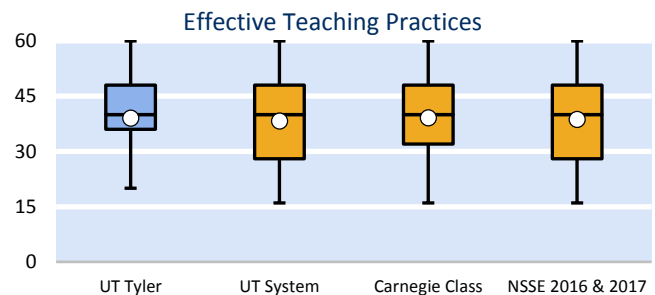
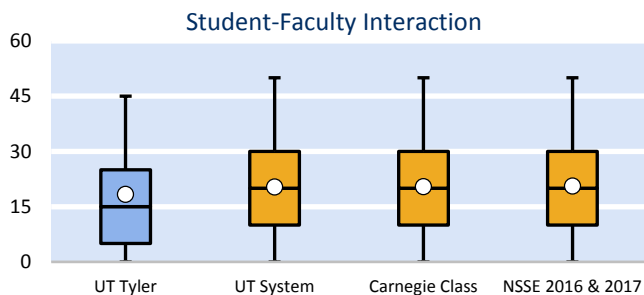
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.3	20.3	-.13	20.4	-.15	20.6	-.16
Effective Teaching Practices	39.1	38.2	.06	39.1	.00	38.7	.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	UT Tyler	Percentage point difference between your FY students and		
		UT System	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	-4	-3	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-6	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-4	-3	-4
3d. Discussed your academic performance with a faculty member	19	-10	-11	-10
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	-0	-0	+0
5b. Taught course sessions in an organized way	81	+5	+5	+5
5c. Used examples or illustrations to explain difficult points	76	+1	+1	+1
5d. Provided feedback on a draft or work in progress	66	+9	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+5	+0	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: Seniors

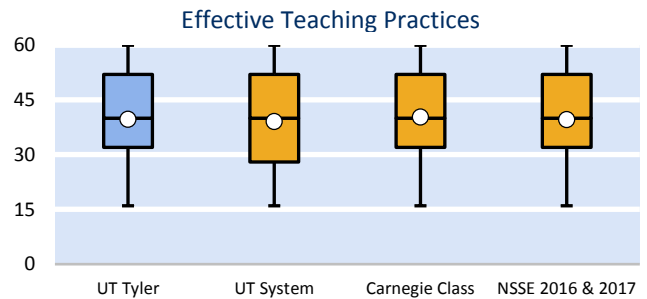
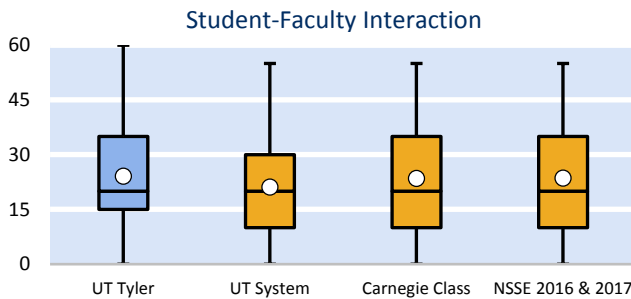
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.1	21.1 ***	.19	23.5	.04	23.6	.03
Effective Teaching Practices	39.7	39.1	.05	40.3	-.04	39.6	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	UT Tyler	Percentage point difference between your seniors and		
		UT System	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	40	+4	-3	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+1	-1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+3	-1	-2
3d. Discussed your academic performance with a faculty member	37	+8	+3	+4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+3	+1	+1
5b. Taught course sessions in an organized way	75	-2	-4	-3
5c. Used examples or illustrations to explain difficult points	79	+4	+1	+1
5d. Provided feedback on a draft or work in progress	63	+5	+0	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+2	-3	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

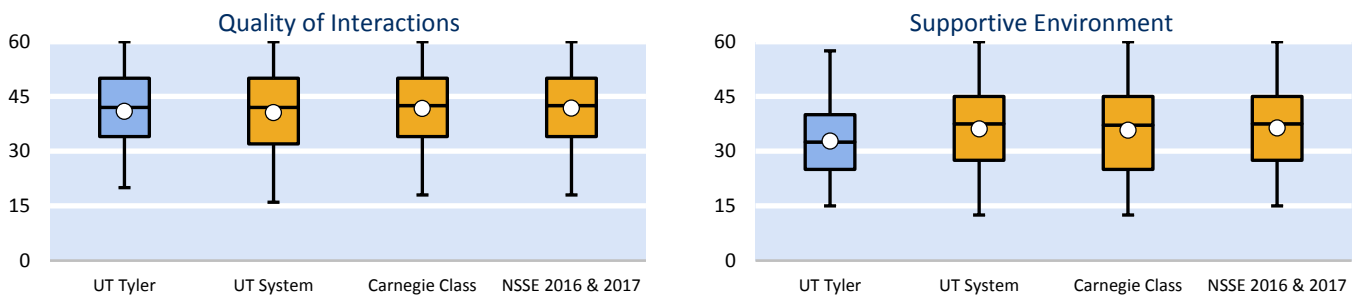
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System Mean	UT System Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Quality of Interactions	40.9	40.6	.02	41.7	-.07	41.7	-.07
Supportive Environment	32.8	36.1 *	-.24	35.8 *	-.21	36.3 **	-.26

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UT Tyler	Percentage point difference between your FY students and		
		UT System	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	47	-1	-4	-4
13b. Academic advisors	48	+1	-2	-2
13c. Faculty	47	+4	-2	-2
13d. Student services staff (career services, student activities, housing, etc.)	38	-5	-7	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+0	-2	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	-1	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	70	-6	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-13	-11	-11
14e. Providing opportunities to be involved socially	59	-11	-10	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-5	-4	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-11	-8	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-8	-5	-9
14i. Attending events that address important social, economic, or political issues	38	-12	-12	-14

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

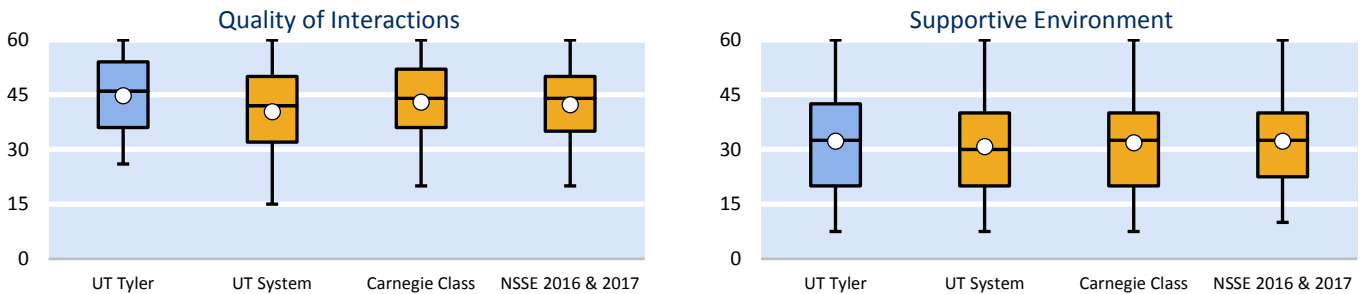
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.8	40.4 ***	.33	43.0 *	.15	42.2 ***	.21
Supportive Environment	32.3	30.8	.10	31.8	.03	32.3	.00

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UT Tyler	Percentage point difference between your seniors and		
		UT System	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	67	+12	+9	+10
13b. Academic advisors	54	+9	+1	+3
13c. Faculty	61	+9	+1	+4
13d. Student services staff (career services, student activities, housing, etc.)	48	+10	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+12	+7	+10
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+11	+6	+7
14c. Using learning support services (tutoring services, writing center, etc.)	68	+6	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+5	+3	+4
14e. Providing opportunities to be involved socially	60	+0	-2	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+9	+5	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+6	+5	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	-8	-8	-13
14i. Attending events that address important social, economic, or political issues	35	-3	-6	-8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

Theme		Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
				NSSE Top 50%			NSSE Top 10%		
				Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge		Higher-Order Learning	34.6	39.2 ***	-.35		41.2 ***	-.49	
		Reflective and Integrative Learning	31.6	36.6 ***	-.42		38.3 ***	-.54	
		Learning Strategies	36.2	39.8 **	-.26		41.9 ***	-.41	
		Quantitative Reasoning	27.2	28.8	-.11		30.4 *	-.21	
Learning with Peers		Collaborative Learning	33.7	35.2	-.11		37.1 **	-.25	
		Discussions with Diverse Others	39.4	41.7	-.16		43.8 **	-.30	
Experiences with Faculty		Student-Faculty Interaction	18.3	23.8 ***	-.37		27.2 ***	-.57	
		Effective Teaching Practices	39.1	40.7	-.13		42.6 **	-.26	
Campus Environment		Quality of Interactions	40.9	43.8 **	-.26		46.1 ***	-.44	
		Supportive Environment	32.8	38.2 ***	-.42		40.0 ***	-.56	

Theme		Engagement Indicator	UT Tyler Mean	Your seniors compared with					
				NSSE Top 50%			NSSE Top 10%		
				Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge		Higher-Order Learning	41.2	41.8	-.05	✓	43.3 **	-.15	
		Reflective and Integrative Learning	37.3	40.0 ***	-.22		42.0 ***	-.38	
		Learning Strategies	40.7	40.7	.00	✓	42.9 **	-.15	
		Quantitative Reasoning	30.1	31.1	-.07	✓	33.0 ***	-.18	
Learning with Peers		Collaborative Learning	36.6	35.8	.06	✓	37.9	-.10	✓
		Discussions with Diverse Others	42.4	42.3	.01	✓	44.3 *	-.12	
Experiences with Faculty		Student-Faculty Interaction	24.1	29.2 ***	-.33		33.0 ***	-.56	
		Effective Teaching Practices	39.7	41.8 **	-.15		43.8 ***	-.31	
Campus Environment		Quality of Interactions	44.8	44.8	.00	✓	46.9 **	-.17	
		Supportive Environment	32.3	34.8 **	-.18		37.2 ***	-.36	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UT Tyler (N = 123)	34.6	11.5	1.04	15	25	35	40	55				
UT System	37.8	13.8	.22	15	30	40	45	60	133	-3.2	.003	-.234
Carnegie Class	37.8	13.4	.05	15	30	40	45	60	123	-3.1	.003	-.236
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	122	-3.3	.002	-.251
Top 50%	39.2	13.1	.04	20	30	40	50	60	135,197	-4.5	.000	-.347
Top 10%	41.2	13.3	.08	20	35	40	50	60	124	-6.6	.000	-.492
Reflective & Integrative Learning												
UT Tyler (N = 126)	31.6	10.3	.92	17	23	31	40	49				
UT System	34.1	12.1	.19	14	26	34	43	54	4,334	-2.5	.020	-.211
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	71,114	-3.4	.002	-.278
NSSE 2016 & 2017	35.0	12.0	.02	17	26	34	43	57	247,021	-3.4	.001	-.286
Top 50%	36.6	12.0	.03	17	29	37	46	57	125,785	-5.0	.000	-.416
Top 10%	38.3	12.3	.07	20	29	37	46	60	126	-6.7	.000	-.544
Learning Strategies												
UT Tyler (N = 113)	36.2	12.8	1.21	13	27	40	47	60				
UT System	37.3	13.9	.23	13	27	40	47	60	3,606	-1.1	.399	-.081
Carnegie Class	38.5	13.8	.06	20	27	40	47	60	60,973	-2.3	.075	-.168
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	211,196	-2.1	.111	-.150
Top 50%	39.8	13.7	.04	20	27	40	53	60	104,490	-3.6	.005	-.264
Top 10%	41.9	14.1	.09	20	33	40	53	60	26,565	-5.7	.000	-.408
Quantitative Reasoning												
UT Tyler (N = 121)	27.2	14.5	1.32	7	20	27	40	47				
UT System	28.3	15.5	.25	0	20	27	40	60	4,108	-1.1	.459	-.068
Carnegie Class	27.2	15.4	.06	0	20	27	40	60	67,970	.0	.997	.000
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	236,292	-.4	.782	-.025
Top 50%	28.8	15.2	.04	0	20	27	40	60	145,693	-1.6	.238	-.107
Top 10%	30.4	15.2	.08	7	20	27	40	60	35,579	-3.2	.020	-.211
Learning with Peers												
Collaborative Learning												
UT Tyler (N = 130)	33.7	13.5	1.19	10	25	35	45	55				
UT System	33.2	13.7	.21	10	25	35	40	60	4,485	.5	.703	.034
Carnegie Class	30.6	14.9	.05	5	20	30	40	60	73,613	3.1	.016	.212
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	256,073	1.5	.223	.107
Top 50%	35.2	13.6	.04	15	25	35	45	60	146,193	-1.5	.216	-.109
Top 10%	37.1	13.4	.07	15	25	40	45	60	35,934	-3.4	.004	-.251
Discussions with Diverse Others												
UT Tyler (N = 113)	39.4	16.0	1.51	15	25	40	55	60				
UT System	38.1	16.6	.28	5	25	40	50	60	3,623	1.3	.420	.077
Carnegie Class	39.0	15.9	.06	10	30	40	55	60	61,517	.4	.794	.025
NSSE 2016 & 2017	39.7	15.5	.03	15	30	40	55	60	213,121	-.3	.841	-.019
Top 50%	41.7	14.9	.04	20	30	40	55	60	133,493	-2.4	.093	-.158
Top 10%	43.8	14.5	.08	20	35	45	60	60	31,485	-4.4	.001	-.305

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UT Tyler (N = 124)	18.3	13.4	1.20	0	5	15	25	45				
UT System	20.3	15.2	.24	0	10	20	30	50	4,212	-2.0	.146	-.133
Carnegie Class	20.4	14.5	.06	0	10	20	30	50	69,335	-2.1	.103	-.147
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	240,922	-2.3	.079	-.158
Top 50%	23.8	14.7	.05	0	15	20	35	55	84,605	-5.5	.000	-.372
Top 10%	27.2	15.6	.13	5	15	25	40	60	126	-8.9	.000	-.573
Effective Teaching Practices												
UT Tyler (N = 123)	39.1	12.0	1.08	20	36	40	48	60				
UT System	38.2	13.6	.21	16	28	40	48	60	132	.8	.460	.060
Carnegie Class	39.1	13.2	.05	16	32	40	48	60	123	-.1	.957	-.004
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	122	.4	.742	.027
Top 50%	40.7	13.0	.04	20	32	40	52	60	123	-1.6	.131	-.127
Top 10%	42.6	13.6	.09	20	36	44	56	60	124	-3.5	.001	-.261
Campus Environment												
Quality of Interactions												
UT Tyler (N = 112)	40.9	11.5	1.08	20	34	42	50	60				
UT System	40.6	13.5	.24	16	32	42	50	60	122	.3	.790	.022
Carnegie Class	41.7	12.6	.05	18	34	43	50	60	57,465	-.9	.471	-.068
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	200,023	-.9	.450	-.071
Top 50%	43.8	11.5	.04	22	38	46	52	60	87,621	-3.0	.007	-.257
Top 10%	46.1	11.7	.10	24	40	48	56	60	15,059	-5.2	.000	-.443
Supportive Environment												
UT Tyler (N = 105)	32.8	12.5	1.22	15	25	33	40	58				
UT System	36.1	13.9	.24	13	28	38	45	60	3,340	-3.3	.015	-.241
Carnegie Class	35.8	13.8	.06	13	25	37	45	60	56,784	-3.0	.028	-.215
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	196,896	-3.6	.007	-.263
Top 50%	38.2	13.1	.04	18	30	40	48	60	107,197	-5.5	.000	-.416
Top 10%	40.0	13.0	.08	18	31	40	50	60	25,553	-7.2	.000	-.556

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UT Tyler (N = 337)	41.2	14.2	.77	20	30	40	55	60				
UT System	40.0	14.3	.21	15	30	40	50	60	4,962	1.2	.130	.085
Carnegie Class	40.5	13.7	.05	20	30	40	50	60	72,771	.7	.331	.053
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	234,626	1.2	.120	.085
Top 50%	41.8	13.5	.04	20	35	40	55	60	93,080	-.6	.392	-.047
Top 10%	43.3	13.4	.08	20	35	40	55	60	27,854	-2.0	.005	-.152
Reflective & Integrative Learning												
UT Tyler (N = 339)	37.3	12.4	.67	17	29	37	46	60				
UT System	36.3	12.8	.19	17	27	37	46	60	5,104	1.0	.146	.082
Carnegie Class	38.3	12.6	.05	17	29	37	49	60	75,074	-1.0	.149	-.079
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	242,353	-.7	.295	-.057
Top 50%	40.0	12.3	.04	20	31	40	49	60	96,258	-2.7	.000	-.219
Top 10%	42.0	12.2	.09	20	34	43	51	60	20,298	-4.7	.000	-.384
Learning Strategies												
UT Tyler (N = 305)	40.7	15.5	.89	13	27	40	60	60				
UT System	38.9	14.5	.23	13	27	40	53	60	4,316	1.8	.035	.125
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	66,534	1.2	.133	.086
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	213,528	2.0	.019	.134
Top 50%	40.7	14.4	.04	20	33	40	53	60	112,463	-.1	.946	-.004
Top 10%	42.9	14.3	.08	20	33	40	60	60	33,047	-2.2	.007	-.154
Quantitative Reasoning												
UT Tyler (N = 332)	30.1	16.9	.93	0	20	27	40	60				
UT System	29.2	16.4	.24	0	20	27	40	60	4,895	.9	.344	.054
Carnegie Class	29.5	16.3	.06	0	20	27	40	60	72,540	.6	.509	.036
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	234,106	.2	.811	.013
Top 50%	31.1	16.2	.04	0	20	33	40	60	141,817	-1.1	.229	-.066
Top 10%	33.0	15.9	.09	7	20	33	40	60	31,645	-2.9	.001	-.183
Learning with Peers												
Collaborative Learning												
UT Tyler (N = 342)	36.6	14.8	.80	15	25	35	50	60				
UT System	32.0	15.2	.22	5	20	30	40	60	5,223	4.6	.000	.301
Carnegie Class	30.6	15.8	.06	5	20	30	40	60	76,441	6.0	.000	.383
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	247,714	4.3	.000	.288
Top 50%	35.8	13.8	.04	15	25	35	45	60	342	.8	.323	.057
Top 10%	37.9	13.4	.08	15	30	40	50	60	348	-1.3	.102	-.098
Discussions with Diverse Others												
UT Tyler (N = 310)	42.4	15.9	.90	20	30	40	60	60				
UT System	39.4	17.1	.27	5	25	40	55	60	4,354	3.0	.003	.174
Carnegie Class	40.1	16.3	.06	10	30	40	55	60	66,858	2.3	.015	.139
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	214,859	1.9	.035	.120
Top 50%	42.3	15.6	.04	15	30	40	60	60	142,968	.1	.919	.006
Top 10%	44.3	15.3	.09	20	35	45	60	60	31,187	-1.9	.033	-.122

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UT Tyler (N = 335)	24.1	15.8	.86	0	15	20	35	60				
UT System	21.1	15.9	.23	0	10	20	30	55	4,997	3.0	.001	.186
Carnegie Class	23.5	16.1	.06	0	10	20	35	55	73,573	.6	.477	.039
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	237,395	.5	.561	.032
Top 50%	29.2	15.7	.07	5	20	30	40	60	57,416	-5.2	.000	-.328
Top 10%	33.0	16.0	.17	10	20	30	45	60	9,122	-8.9	.000	-.558
Effective Teaching Practices												
UT Tyler (N = 337)	39.7	13.8	.75	16	32	40	52	60				
UT System	39.1	14.4	.21	16	28	40	52	60	4,977	.7	.419	.046
Carnegie Class	40.3	13.8	.05	16	32	40	52	60	73,569	-.6	.437	-.042
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	237,293	.1	.898	.007
Top 50%	41.8	13.5	.05	20	32	40	52	60	81,606	-2.1	.005	-.153
Top 10%	43.8	13.4	.11	20	36	44	56	60	16,497	-4.1	.000	-.306
Campus Environment												
Quality of Interactions												
UT Tyler (N = 293)	44.8	11.6	.68	26	36	46	54	60				
UT System	40.4	13.6	.22	15	32	42	50	60	357	4.4	.000	.327
Carnegie Class	43.0	12.3	.05	20	36	44	52	60	62,057	1.8	.013	.145
NSSE 2016 & 2017	42.2	12.1	.03	20	35	44	50	60	201,203	2.5	.000	.207
Top 50%	44.8	11.6	.04	23	38	46	54	60	77,337	.0	.968	-.002
Top 10%	46.9	12.1	.08	23	40	50	58	60	21,617	-2.1	.003	-.175
Supportive Environment												
UT Tyler (N = 296)	32.3	15.0	.87	8	20	33	43	60				
UT System	30.8	15.1	.25	8	20	30	40	60	4,054	1.5	.100	.099
Carnegie Class	31.8	14.4	.06	8	20	33	40	60	63,311	.5	.580	.032
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	203,142	.0	.975	-.002
Top 50%	34.8	13.7	.05	13	25	35	45	60	296	-2.4	.005	-.179
Top 10%	37.2	13.6	.11	13	28	38	48	60	304	-4.9	.000	-.356

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.